

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard V – Productivity and Professional Practice** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self Assessment: According to Standard V Productivity and Professional Practice TF-V.B, I provided and collaborated with teachers in TEAMS student information system grade book processes and procedures. I also assisted in preparing and printing reports from TEAMS. I provide TEAMS support to all teachers and staff. I have attended training sessions to try to stay current with TEAMS report, input, and procedures. I also stay in contact with our district TEAMS support person in charge of the TEAMS process. I work with our campus teachers on an ongoing basis to assist with attendance input, grade book processes, procedures, and report printing. I also provide assistance in preparing and printing reports from TEAMS. “To be literate today involves acquiring new skills, including those of using technology, understanding science, having global awareness, and most important, having the ability to keep learning, which involves gathering, processing, analyzing, synthesizing, and presenting information as well as communicating and collaborating” (Solomon, G., & Schrum, L. 1). I assist teacher in acquiring new skills so that they have the ability to analyze the information and present their information so they can communicate with their teacher teams and professional learning communities.  Learn as a Learner: We also utilize the TEAMS system for the substitute system, requisitions, and purchase orders. Many times, we have new teachers on our campus and they need to have some instruction on utilizing the TEAMS system. I have assisted these teachers in the online attendance, grade book, and report printing features of the teams system. I have cautioned teachers that grades need to be input on a regular basis. This system allows for printing reports that make the grading process more effective for teachers and students. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student’s success.  Lifelong Learning Skills: Parents are notified when a student receives a zero or failing grade on an assignment. The student information management system is a place where all student records are kept. I have assisted in teachers finding student information in the TEAMS system. A teacher has access to the students’ phone number and parent information if necessary. The teacher also has access to the student’s grades in other course work and classes. Navigating the TEAMS system is efficient and simple and assisting the teachers with its user friendly attributes helps them to be more effective in their classrooms. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. & Redish, R., 2009, p. 58). Allowing technology to work for our teachers and best utilize the TEAMS system to provide the best support for teachers so that they can assist students in the best methods possible.  References  Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 73.    Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 1.  .  Willia Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 58. |